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Amherst College.

Amherst ideals

Boston

1916

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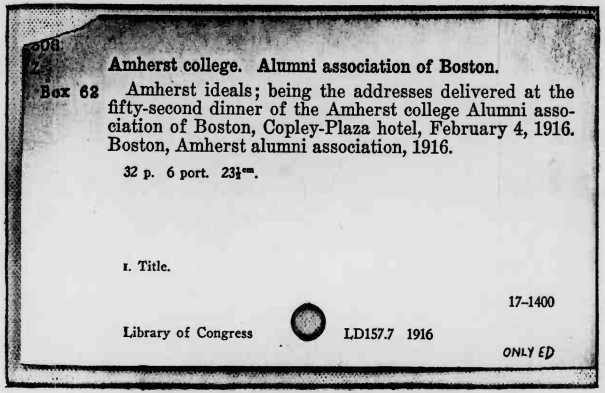
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AMHERST
· IDEALS ·

BEING THE ADDRESSES DELIVERED
AT THE FIFTY-SECOND DINNER
AMHERST COLLEGE ALUMNI ASSOCIATION
BOSTON FEBRUARY 4 MDCCCCXVI

AMHERST IDEALS

Being the Addresses Delivered
at the Fifty-Second Dinner
of the Amherst College
Alumni Association
of Boston

COPLEY-PLAZA HOTEL
FEBRUARY 4, 1916

BOSTON
AMHERST ALUMNI ASSOCIATION
1916

Feb. 7, 1919 AET

FIFTY-SECOND DINNER

The Alumni Council having determined on Boston as its meeting place for 1916, the officers of the Amherst Alumni Association of Boston resolved to make of the dinner which would mark the culmination of the gathering a genuinely distinguished event. An effort was made to have the largest possible turnout of Amherst men, not only of greater Boston, but of all New England, with as many as possible from points beyond. It was felt also that the importance of the occasion and the seriousness of the times called for an effort to express more coherently than by mere enthusiasm the mission of the College and its devotion to the service of the nation.

The first resolve was accomplished by an attendance of over 1,000, representing more than twenty states and several foreign countries, and including every member of the College faculty. The second was fulfilled in the tone of high seriousness which characterized the addresses of the evening; and even more remarkably in the unpremeditated unity which bound them together, and the unanimity, now breathless, now vocal, with which the great audience responded to the call to preparedness for service, as it was reiterated by speaker after speaker. It was felt by all present to be a memorable occasion; and in the hope of sharing with their fellow-alumni something of the inspiration of it all, the Amherst Alumni Association of Boston has prepared this booklet as a permanent record of the greatest event in its history.

The following account of the dinner is taken from the *Amherst Student:*

"One thousand and twelve alumni, from every section of the United States and Canada, and ranging in age from the Rev. Prescott Fay, '51, the oldest graduate present, to men of the class of 1915, not yet a year out of college, gathered at the Copley-Plaza in Boston, Friday, February 4, at the annual dinner of the Amherst Alumni Association of Boston and the Amherst Alumni Council. The dinner was in all probability the largest gathering of alumni of any American college ever held, Yale's highest mark in attendance being 900 and Dartmouth's 891. Facing the alumni who completely filled the great ballroom and an adjacent balcony there sat at the speaker's table with Presi-

dent Meiklejohn two governors of states, a lieutenant-governor, a state chief justice and a Canadian member of Parliament.

"Every member of the Amherst faculty was present, while the entire Glee Club traveled down to assist with the singing. Special cars were run from New York, Springfield and Amherst to carry the many alumni attending from western New England and the West.

"Following a reception held in honor of the speakers and their wives, a parade of classes in order of seniority into the ballroom was begun. The walls of the hall were draped with Amherst banners, with a large United States flag over the speaker's table. Opposite hung the record of Amherst baseball and football victories and defeats for the past year. In the balconies several hundred wives and daughters of Amherst alumni sat as spectators.

"As at all Amherst banquets, singing was a feature of the occasion. Led by William F. Merrill, '99, all the more common Amherst songs were sung during the course of the dinner. A new 'Amherst Marching Song,' with music by Jason Noble Pierce, '02, composer of 'Cheer for Old Amherst,' and words by Roswell P. Young, '14, was tried out with great success. An impressive moment was that at the end of President Meiklejohn's speech, when every light in the hall was extinguished save one which played upon the banner of Amherst, unrolled at the end of the hall, and every alumnus arose to sing 'To the Fairest College'."

A pleasant feature of the dinner was the interchange of greetings with the Alumni of the Massachusetts Agricultural College, who were meeting at another hotel. Lieutenant-Governor Coolidge, '95, was deputed to convey the best wishes of the Amherst diners, and he brought back with him President Kenyon L. Butterfield of M. A. C., who was given a cordial welcome. His brief speech was too felicitous to be lost, and is therefore given here:

Mr. President, and Men of Amherst:

I have been commissioned by the alumni of the Massachusetts Agricultural College to reciprocate the gracious courtesy which you have extended to them by sending a message of greeting. I may say, in passing, that they also appreciated the messenger, a warm friend of our College as well as a distinguished son of Amherst. The alumni of our College wish me to express to you their gratification in learning

of this splendid gathering of yours, and they offer you the right hand of fellowship.

Personally, it gives me the greatest pleasure to be the returning messenger. There are many things that bind me to Amherst College. The splendid hospitality of the members of your faculty, extended from the very beginning, has been a source of great joy to me. I count among my very warmest friends some of the Amherst College faculty. Furthermore, I have a very keen admiration and high personal regard for your energetic President. A member of my own faculty has amended Bernard Shaw's remark concerning teachers. You may remember that Bernard Shaw says that "Those who can, do; those who can't, teach." The amendment of my faculty friend is this: "Those who can do neither, are made college presidents." But this does not apply to Meiklejohn. He can both teach and do. Please remember also that I am an adopted son of Amherst. When an honorary degree was given me a few years ago I appreciated it to the full, both as a great compliment, and as a neighborly act. I shall never forget the gracious words of Dr. Harris as he presented me with this honor.

I have constant cause for astonishment in the things that Amherst College does. This remarkable gathering tonight is one instance of it. But every little while I hear of some man who has come to the fore, and lo and behold, when his pedigree is established he is a graduate of Amherst College! You have governors, and want-to-be governors, and ought-to-be governors, and sure-to-be governors. You are to be congratulated on the strong men that you have sent out to serve the world.

I have sometimes wondered if there might not be between the two colleges in Amherst not only the best of feeling but a larger measure of practical co-operation. I have no plan to carry out this idea, but as time goes on, I am wondering if we may not draw together somewhat more closely, so that, where it is possible, lines of work that otherwise might be duplicated, may be in some way participated in by students of both institutions.

Again let me thank you for taking the initiative in this delightful exchange of greetings between the two colleges. I bid you good night.

The dinner itself completed, Hon. Arthur P. Rugg, '83, Chief Justice of the Supreme Judicial Court of Massachusetts, and President of the Association, gave the address of welcome, and introduced the speakers of the evening,

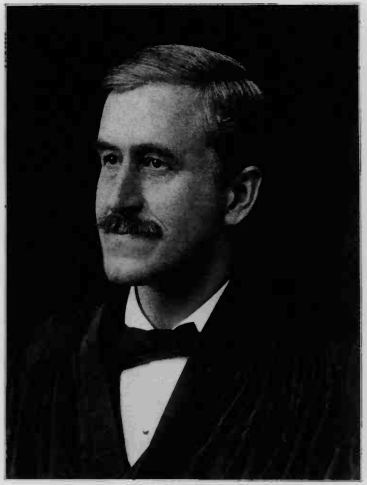
The following pages contain a full report of the addresses:

OPENING REMARKS OF JUDGE RUGG

Let us first extend hospitable greetings to all our brethren from afar.

From the Dominion of Canada, from beyond the Mississippi, from the District of Columbia, in large numbers from the Empire State, led by their governor, from many an intervening state, from all our New England neighbors, earnest and loyal and enthusiastic followers of Lord Jeffrey have come to join in this festivity. Numerous alumni associations have given up their annual banquets in order to help make this the biggest, and we hope, the best, meeting of Amherst men ever held. One and all, I bid you welcome.

Whenever opportunity offers, the sons of Amherst gather to do her honor with steps that never waver. Age forgets its years, and assumes for the hour the garment of youth; and here young men with zeal unbounded bend their energies to glorify the "fairest college." What is Amherst College that she thus commands the unfeigned fealty of all from the neophyte to the patriarch? She is not merely the corporate entity which bears that name. However essential may be the legislative grant of the right to exist, that is but the beginning. The charter from the Commonwealth is only the symbol of a power which may mean much or little according to its use. She is not the hilltop in the fruitful valley of the Connecticut, fringed by the lofty resorts of King Philip, the unchanging Holyoke range, the sunlit hills of Pelham and the majesty of the rolling river. Dear as are these beauties of nature to the heart of every Amherst man, that is only the place of her abode. The substantial and dignified buildings, where her collections are housed and her undergraduates taught, are simply her visible vestment. A college never can consist of bricks and mortar alone. Traditions are not the college. Precious though these are in their rich-



ARTHUR P. RUGG, '83
CHIEF JUSTICE OF MASSACHUSETTS
PRESIDENT OF THE BOSTON ALUMNI ASSOCIATION

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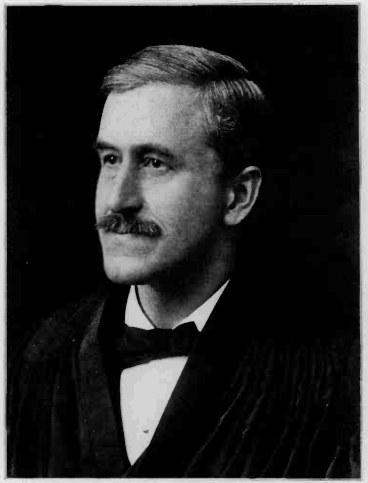


ARTHUR P. RUGG, '83
CHIEF JUSTICE OF MASSACHUSETTS
PRESIDENT OF THE BOSTON ALUMNI ASSOCIATION

ness and inspiration, they are not the equivalent of present vitality.

The Trustees are not the college. They are guardians for the moment of her material and educational resources. Even the president and faculty do not constitute the college. They are the living, personal, human instruments through which the college works. They are the means by which the wealth of learning is made available to the student. They stir the imagination, awaken the understanding, and kindle the moral and spiritual power of the youth who come within their influence. They stimulate every valuable student endowment and direct it to an onward and upward path. But they are not all.

The undergraduate body is not the whole of the college. With all their possibilities for generous enthusiasms, industrious perseverence, hopeful optimism, keen perception, mental achievements and high ethical adventure, they are but the seed and not the fruition.

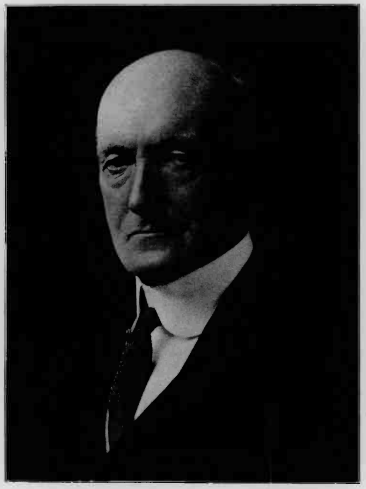
Nor are the graduates the college. They are her representatives in the never-ending battle for human progress. They carry her banner on their breasts, wherever may be the scene of their endeavor. Whatever may be their station, they struggle to make the world a bit better place for others by their having lived in it. Even all these elements combined would fail to constitute Amherst College. They must be bound together and animated and made into a living organism by common loyalty to the ideal of the college. An ideal is hard to state. Perhaps there is in it more of emotion than of intellect. But attempts at expression may be helpful. The ideal of Amherst College seems to me to be embodied in the motto on her seal,—that the bearers of the light of truth shall illumine the nations of the earth. It is phrased finely in the lines of one Amherst man* written of another Amherst man,† as the spirit which impels

* Rossiter, '84.

† Seelye, '49.

"A life of toil for human kind,
The noble attitude of mind
Which loses thought of self and place
In efforts to upraise the race."

No post of duty is so humble or obscure that it may not be ennobled by this ideal, none so exalted that it may not be inspired by its uplifting influence. It is this ideal and this spirit which, vitalizing material resources and personal devotion, make Amherst College. Loyalty to them brings us together tonight.



SAMUEL W. McCALL
GOVERNOR OF MASSACHUSETTS

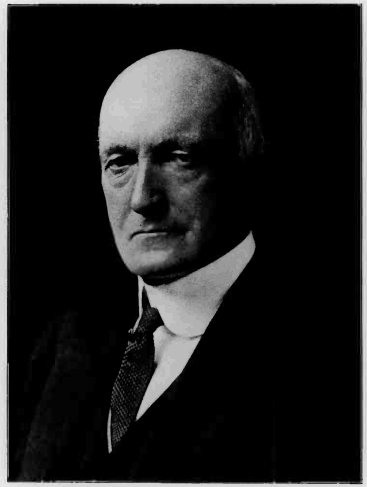
ADDRESS OF GOVERNOR McCALL

Judge Rugg: On any occasion which he graces with his presence the place of honor belongs to the Governor of the Commonwealth. Though not of our fold, he is a loyal son of another New England college on the banks of the Connecticut nearer its source, among the granite hills of New Hampshire, an elder sister of Amherst, who also has dignified and honored a name from the old England, a college which strives in generous emulation to promote the strength of the nation by training statesmen and scholars for her service. It is my privilege and pleasure to introduce His Excellency, Samuel W. McCall, Governor of the Commonwealth.

Mr. Chief Justice and Men of Amherst:

I can not take your splendid reception as personal to myself but as showing the affection of the graduates of Amherst for the Commonwealth. This tumultuous assemblage constitutes a notable tribute to Amherst College. You have here the Amherst of the present and the future and apparently some of the graduates who have gone before. I am sure at least that they are with you in spirit. It is also a tribute to a famous Amherst institution known to you all by the name of Frank Stearns. (Laughter and cheers.) Frank Stearns is a mighty rounder-up of men. He determined to put one over for Amherst and to put it over as against every other college in the country. And although I am in a somewhat envious temper, coming as I do from another college, I must admit that he has done it. Having made this magnanimous admission I must say that I have the dreadful suspicion that many of you gentlemen are graduates of Dartmouth College. (Laughter.) At least you look the part.

Seriously, it is the duty of the Governor to be present at such a notable outpouring of the men of Amherst. The Commonwealth owes the college a great debt, not merely for what it has done but for what it is doing today. She owes the college a debt for the manner in which one of her graduates is keeping alive the highest traditions of



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the Massachusetts judiciary as Chief Justice of the Commonwealth. (Loud cheers.) And then there is Calvin Coolidge. He is doing excellent service in helping to direct the affairs of the Commonwealth in the way in which they should move.

The dean of the Massachusetts delegation in the National House of Representatives and an admirable representative with whom I served for twenty years is Frederic H. Gillett, a graduate of Amherst. Another splendid man who has rendered fine service in Washington is George Lawrence.

In the name of the people of the Commonwealth I most cordially welcome here tonight that distinguished graduate of Amherst who is Governor of the State of New York. It is a great honor to be Governor of New York, for New York is the second state in the Union. (Laughter.) I regret, however, to find that Governor Whitman is not completely happy tonight. He is strongly mentioned in connection with a higher office than that which he now holds. I do not mean that he is aspiring to the Governorship of Massachusetts. (Laughter and cheers.) But there is another office and he seems somewhat concerned because for that office Frank Stearns may be for Calvin Coolidge. (Applause.)

I signed a bill today changing the composition of the Amherst Board of Trustees. It has managed to struggle along for ninety years with seven clergymen upon the board. The law provides that it may in the future have boards without any clergymen. Possibly the old order may have produced more sedate boards of trustees. I never observed any particular effect, however, upon the students, but it is a possible result of the law that while you may not have any clergymen, the whole seventeen members of your board may be made up of clergymen. It is an adjustable quantity which will recognize the demands of the student body at any particular time. I have had some experience with Amherst students and something in a way perhaps that relates to their government at different times, for I have been for ten years or more a Trustee of Smith College.

I have a deeper sympathy with Amherst perhaps from the fact that I spent four years in a college very similarly located and very much like it in important particulars. One of the things in favor of Amherst is its size, a consideration, however, which Mr. Stearns completely overlooked in organizing this affair tonight. We soon enough find our way to cities and are lost among great masses of men and become little cogs in a big wheel. But I think it is well during our youth to preserve our identity and get a training that is individual in character. Some of our colleges are so large that it is almost necessary to count their students in the way in which old Xerxes used to count his soldiers, by driving them into pens and counting them in units of a thousand. Each one has elbow room in a small college. The men do not stand in each other's sunlight, and they can roam over the adjacent hills and across the meadows and come into contact with nature.

The Connecticut River is a noble attribute of Amherst. I come from an up-the-river college where the meadows upon its banks are not quite so broad and the hills lift themselves almost from the margin of the stream. It is an older and a somewhat bigger sister but not less fair. According to my notions, and I dare say they are primitive and crude notions, a college should not be so large that a man needs an introduction to any classmate after the first year. It should lay emphasis upon those studies which the experience of mankind has shown to be cultural in the highest degree. It should aim to turn out cultivated men rather than individuals stuffed with facts upon particular lines. It should not be remote from the fields and the forests and if it is difficult for the students to reach New York or Boston it will be full compensation if they may easily get to Springfield or Northampton. It should be a college that turns out men with high civic ideals who will help direct public affairs in the way in which they should move. In my opinion that is Amherst. (Cheers.)

ADDRESS OF PRESIDENT MEIKLEJOHN

Judge Rugg: A change in its presidency is a critical event in the history of a college. Four years ago, when Amherst faced this crisis, there was, perhaps, a bit of regret that it was deemed wise to go outside our own fold to find a successor to President Harris. But in the period that has elapsed, the intellectual and moral leadership and mastery of the problem before him has endeared the new president to the heart of every alumnus. He has won our respect by the wisdom, the sanity and the sympathy with which he has administered his high trust. The president of the College needs no introduction to a meeting of the alumni. I only present—President Meiklejohn.

It would be quite inadequate to call this banquet "big" or even "very big" or even "the biggest yet." To use a word borrowed from my good friend of the Class of '95, Mr. "Georgie Olds," it is the "limit." I am informed by the aforementioned mathematical authority that a "limit" is of this nature—if you have a series of elements such as 1, 2, 3, 4, 5, etc., or $1/2$, $3/4$, $7/8$, $15/16$, etc., such that you can never get to the end of it, when you do get to the end of it, that is the "limit." And so from the mathematical point of view, I declare that in the progression of Amherst Alumni banquets this affair has done what it was clear to the mind of man could not be done; it has achieved the impossible, attained the unattainable.

But now the philosopher, too, as well as the mathematician, must have his word about "limits" and the achieving of them. It has often been observed by students that if you contemplate a series and its limit, you will find that when the limit is reached the peculiar and flavor of the series has disappeared. If you have reached an end to the process of addition, then it no longer means anything to add another element. So too, in the human struggle of good against evil, or truth against error, if you regard the end as being attained, goodness and truth as finally and completely triumphant, a rather sad result seems to follow. The final good which has no evil over against it seems to lose its very quality of goodness because

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President of Amherst College

of the lack of contrast and opposition, and the truth which faces no error is apparently not truth but lack of meaning and significance altogether. I do not mean to lead you into the metaphysical discussions which are here implied. My aim is merely to remind you that it is not always satisfactory to get what you want, and that this is particularly true, when in the nature of the case, the thing which you want and which you get cannot be gotten.

The application of this philosophy to the present occasion is very simple and distressing, however vague and unimportant the metaphysics may seem to you in itself. This "limit of banquets" is not like other banquets. Nothing that one could ordinarily say or do at alumni banquets can be done here. The usual procedure of a college president at a college function is to tell those assembled "about the college." But this depends upon the assumption that you have only one part of the college represented. Colleges are organized on the principle of mutual admiration societies and the proper thing to do on a festive occasion is to tell one group about the glories, the beauties, the wisdom and excellence of the others. If, for example, one is speaking to a group of alumni who know Bill Blank of the class of blankety-blank, it creates little or no enthusiasm if you pronounce to them in ringing tones, "Bill Blank has just been elected coroner in the sixty-ninth congressional district." The alumni know Bill, and they are not moved. They say, "Bill always did know how to get things out of people; we guess he must be doing it yet; do tell us something about the faculty and the undergraduates who now frequent the leafy shades of dear old college hill."—But if, at the morning chapel, one may arise and tell the undergraduates, "Mr. William Blank of the class of blankety-blank has been elected coroner of a great congressional district," what a difference in their response! Just look with me and see those flashing eyes, feel the grip of those fingers clenched with stern resolve, hear the gasp of halting breath as those eager young spirits catch a glimpse of the vision of achievement;

you can see the very sentence forming on their lips, "I, too, must work and labor; I will study my Latin this very week; and it may be that some day I, like him, the honorable Mr. Blank, may be even a coroner and bring honor to the college which sent me forth." There is some satisfaction in getting an effect like that. It expresses college spirit. And the same effect may be secured in many other ways on any normal college occasion. You may tell the faculty about the trustees and impress upon them their awful majesty and power. You may move trustees to tears by tales of wisdom and learning pouring forth, or trickling down, upon the parched fields of boyish minds. You can tell anybody a story about "Tip Tyler" or "Emmy" and everybody loves to hear it. But tonight all this is changed because everyone is here, trustees, faculty, graduates, undergraduates, sub-freshmen, yes, and even the ladies. I will not say that I am sorry they are here. But I had thought that if they were not able to attend we might have spent a happy quarter hour remembering them and telling one another how wonderful they are.

But perhaps the point is clear enough. One cannot speak tonight as one would speak at other times. This is no usual occasion. It is not a measured pouring out of college spirit, but a brimming over. And we must not be taking little scanty sips, but drinking deep the fervor of that enterprise from which the college sprang and in which it finds forever its glory and its strength.

What may one say that will be worthy of the theme? As I stand up with Governors on every hand, Lieutenant-Governors beside them, a Chief Justice here and on the other side a Knight Member of Parliament,—men of affairs, men who are busy sending daily telegrams to keep their names off presidential ballots, men who have done the things for which their fellows honor them,—the glory of the college seems to dim again. One wonders after all whether the little teaching that we do is not a very little thing in human living. But on this night of "limits" I

will not withdraw or yield one glimmer of the glory of the college. Let other men do what they may—we have a task that overtops them all. We have a part, a leading part, to play in Making a Mind for a Nation. That is the goal on which our eyes are fixed, the adventure in which, students and teachers alike, we are engaged. And so I take this as my theme—the mission of the college in helping to Make a Mind for this Nation.

Has this nation a mind of its own? I fear not. A mind is an activity which gathers up disconnected opinions, impulses, desires, doubts, theories and brings them into correlation and unity. Ideas, when they are within the same mind, become responsible one to another. Each one of them must pay regard to all the rest. They cannot live in isolation, nor yet in little separate groups. The mind demands of them that they shall come together in genuine unity of spirit and of truth. This seeking after unity is the very essence of the thought life of an individual, and only in the measure in which one achieved it can he be said to be intellectually alive at all. Just so it is in the thought of the nation. If we as a people can succeed in making our separate thinkings responsible one to another, then as a people we have a mind. But if our thinkings fall apart, we are without a common mind and we must suffer all the ills of those who go through life not knowing what they do nor seeing where they go.

Is the place of judgment to be found in the newspaper? My impression is that we do not so regard it. Do we not commonly think of it as special pleader, as representative of some "interest," as used by forces to further their ends, rather than as judge and critic rising above all interests and seeking to assign to each its due measure of significance and truth? It may be that we are not fair in thinking this. But whether it is fair or not, so long as that opinion prevails, the newspaper cannot be for us the maker of understanding. Nor can the magazine or book perform this service. And for another set of reasons neither the church nor yet the home can furnish what we

need. No one of these commands our thinking as a whole. And even less our public men are able to bring our thinking under their control. They too are talked about, not as the men we trust to lead and guide us, but as the advocates of parties, sections, interest, creeds. Oh, I think one of the most terrible things in our common life is just this frightful notion that there are none among us worthy of intellectual confidence and trust! Yes, and we sometimes go even further than this and when a man appears before us discussing public policy, we busy ourselves in talking scandal about him behind his back and think that we have answered him by whispering malicious lies and idle gossip. He has a right to judgment on his thought and all we give him is sneer or shrug about his character.

Where then, shall we find the place of understanding, where go that judgment may be given upon the issues of our common life? More than any other institutions, it seems to me, the school and college must assume the task. And especially the liberal college must endeavor to become the place where the common mind is made and moulded. The liberal college is a place where men are trying to gather up the elements of our common life, of our moral, religious, aesthetic, political, economic, and social experience, so that we may understand them, may bring them into relation, may make of them an interpretation of human living. And for this task we must have within the college leaders of men's thought. The liberal college cannot be merely a teacher of boys. It can teach boys properly only as it becomes a place of counsel and guidance for men. The college teacher must win and keep the confidence of his fellows as one who leads them in the work of understanding. He must command their trust both by integrity and by power. No man may say of him that he is the servant of an interest. Rich and poor, radical and conservative, the breaker down and builder up, alike must find him square and true and free. And in intelligence, as well as in integrity, he must be leader of his fellows. He

is a man set apart to learn, to think, to study, to inquire, to question, to conclude—a man whose thinking on the matters he considers should be better than that of other men, just as the cobbler's shoes are better than those which you or I would fashion if we tried to make them for ourselves.—To lead in thinking through the fundamental issues of our common life—that is the task of liberal college and of liberal teacher. And they must win the confidence of men that they can guide in making up the people's mind upon the things which are most precious and significant within the nation's life.

I know that you will call me a dreamer, will say these things can never be. But that is why I dream of them tonight. I should be ashamed, on such a night as this, to talk of things that can be done. This is a time for seeing the vision that forever lures us on. And so I summon you, every man,—trustee, teacher, graduate, undergraduate,—I summon to an enterprise so far beyond us that we may utterly lose ourselves within it. This nation sorely needs a mind and in the making of it we may have some part. So far as we can bring it about, the liberal college shall be a place of understanding; the American people shall have a mind wherewith to judge and to know itself.

ADDRESS OF SIR HERBERT AMES

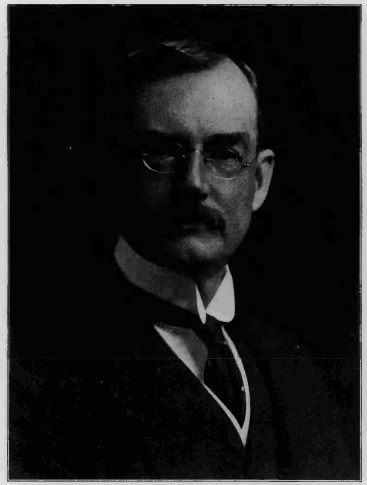
Judge Rugg: I am loath to break the solemn hush which follows this impressive utterance.—

But we must on. To paraphrase some lines of a Scotch rhymester:—

There's a guid auld Amherst custom
That has stood the test o' time;
It's a custom that's been carried
To mony a land an' clime;
It's a custom to be honored
When Amherst men foregather.

It is a custom which has exemplification in the lives of many Amherst graduates from the beginning. It never was more manifest than at the present. That custom is for Amherst men to devote themselves "in generous honest thought of common good to all," to whom no "public duty seems trifling or obscure," and to strive to serve the state to the best of their ability, in whatever place they may be called. The inevitable reward is that more difficult and more important duties in more distinguished positions of trust are thrust upon them. The next three speakers are illustrious of this Amherst custom in their day and generation. It is a rare opportunity for any company to listen on the same evening to three graduates of the College of such distinguished achievement. That circumstance alone will render the present occasion memorable. First, is Sir Herbert Brown Ames of Montreal, for many years member of the Parliament of Canada, honorary secretary of the great fund of the Dominion for the relief of dependents of the soldiers, knighted by his sovereign for pre-eminent public service. It is an honor to introduce to you Sir Herbert B. Ames, of the class of 1885

In the long ago, it was my lot to be a student at Amherst College, but thirty years spent in what is to most of you a foreign land has put me somewhat out of touch with Amherst problems, especially those of the Amherst of 1915. Hence it is not without hesitation that I accepted your chairman's invitation to speak at the banquet tonight. It has not, hitherto, been my privilege to attend one of these gatherings. I have often heard of them, and thought of you on those occasions. I understand that this is the opportunity annually afforded to Amherst alumni to consider and determine their relationship towards the college, and to ask themselves how they may



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aid their alma mater in performing its maximum service towards the community and the state.

The world at this time is going through a period of great disturbance. There is change everywhere. This is not confined to those countries at war, but is also true of those that are at peace. As a result of the world war, America will have new problems to face, and the shadow of coming events already falls across her path. If it be the part of college men to lead, that leadership must be prepared for before the event, as well as assumed during the time of trial. Hence, you cannot be without interest in what is passing in other lands, and in the part which the universities and university men are playing in the drama there being enacted. When I was invited to speak at this gathering, I was at first at a loss for a subject, but I thought that the story of what colleges and college men in Canada are doing at this time in helping their country to carry out what they believe to be its duty, might not be to you an uninteresting or uninspiring one.

Yesterday, I was in the land of a nation at war. Khaki-clad men were everywhere. The office of the recruiting sergeant occupied each prominent corner. On every boarding were pictures calling upon men to enlist, and the citizens of my city have just raised $2,500,000 by voluntary contribution to care for the soldiers' dependents in their midst. I cannot but be conscious of the difference as I walk the streets of Boston today, as you would be, were you to visit at this time my native city in the North.

It is, to many, a source of wonder that Canada is in this war. The usual motives which history tells us have been the cause of conflicts in previous ages are conspicuously absent in her case. We desire no extension of territory; we seek no plunder or indemnity; we ask no trade advantages we cannot gain by giving an equivalent; we cherish no enmity, we harbor no revenge, and yet, unquestioning, without debate or discussion, Canada is making the supreme effort of her existence. She is

giving men and money without stint. She is suffering loss in blood and treasure without a murmur.

At this time, as never before, every Canadian institution is being tried as by fire. Of our governments, we expect, not brilliancy of oratory, not finesse in diplomacy, but simple honesty and business efficiency. Of our churches and religious organizations, we ask practical helpfulness. Of our centers of education, we seek, and I am glad to say obtain, a splendid example of magnificent leadership. Those institutions which meet the present demand, will survive, and those which fail us in our hour of trial will go into the discard when the war is over. Canada, before the war, was a country without an army, without a navy, and without the necessity for either, our entire military force numbering less than 5,000 men. For one hundred years, we had enjoyed unbroken peace, dwelling in amity with the nation to the south of us, with an unguarded border of three thousand miles, confident that as between the two nations arbitration had become a habit, and that the centuries might roll by without thought of bloodshed. From land, but one nation could do us injury, and of their goodwill we were absolutely certain. From attack by sea, the British Navy warded off all danger. During recent years we have, as I said, maintained no armed force. Our militia has been starved and ridiculed. The popular notion extant among us was that in case of attack the nation would "spring to arms and hurl the invader from our shores." Fortunately, however, our universities, in touch with world problems, were not wholly given over to this idea. When six years ago, Lord Haldane introduced into the British universities the Officers' Training Corps idea, it was adopted, and we think, improved upon, in Canadian university circles. Hence, even before the war, our leading colleges had included in their curriculum, a course of study on military science, both because of the value of the subject itself, as well as because it furnished a means of supplying trained officers, should such be required. Greatly stimulated by the outbreak of war,

twelve Canadian colleges are today giving such courses. It is estimated that 3,500 undergraduates have taken them, and 2,500 have already joined the ranks of the Canadian Overseas Forces. I am assured that one third of the qualified officers serving today, are college men. They are supplying much of the brains of the Canadian army. The science men of our universities, for the most part, have joined the engineering corps. When war broke out, and it was necessary to establish a vast training camp close to the port of debarkation, it was the Canadian Field Engineers, led by their professors from the Queen's University, Kingston, that helped in a large measure, to turn the farm land of Valcartier, within a week, into a military city. The medical faculties too, from the larger universities, McGill, Toronto and Laval, have each supplied hospitals of 1,040 beds. These were officered by the lecturers, and manned by the undergraduates. One is now in Belgium, one in France, and one in Saloniki. A hospital corps from Queen's University is in Cairo. The lesser colleges, down by the sea, have combined and offered a fourth hospital, which will cross the ocean shortly. Thus have the faculties of arts, science and medicine from all the Canadian universities, united in a common cause.

When the history of this war comes to be written, the foremost position among Canadian regiments will, without question, be assigned to what is known as the Princess Patricia's Light Infantry. This body of men was the first to be raised in Canada and the first to enter the firing line. It suffered accordingly. Out of 1,126 men reviewed by the King before the battalion left England, only 93 are today of the original number in the battalion. But the Princess Patricia's Light Infantry left a record, and it became necessary to rebuild the regiment. To whom did they turn? It was to the college men of Canada. Already four new companies of college men, each 250 strong, have gone forward, and a fifth is now nearly full. From such material the Princess Patricia's Light Infantry redivivus will again make history; and now word comes that the Western colleges, having more men available

than can enter this historic regiment, are forming a further battalion of college men to emulate, if possible, its prowess.

The Canadian colleges are still open. The classes meet as usual, with a greatly reduced staff, and with from one half to two thirds the normal attendance. Some colleges report that there is scarcely a man over eighteen, fit for military service, still at his studies. There have been no intercollegiate sports this autumn. The men who have formed the teams are playing regimental football. You can still draw an audience in a Canadian city for an athletic contest between regimental teams of men who are going to the front, but the attendance on exhibitions of professional athleticism means bankruptcy for those who formerly lived thereby.

For those professors of mature years, who could not, with their men, enter active service, there has remained the task of educating public opinion. Every Canadian college has become a rallying point for patriotic effort. By pen and platform work, university men are teaching the Canadian people their duty, as British subjects, and rendering assistance in the work of raising men and money. Where there have been university extension courses, there is now an educational agency for teaching patriotism. The great funds raised in Canada owe much to the university men who have plead their cause and organized their work.

As you enter today the halls of a Canadian university, the first prominent feature that meets your eye is the Roll of Honor of the men who have gone to the front. Beside it are commencing to appear the bronze memorial tablets indicating the names of those who will not return. Students of future generations will not be allowed to forget what sacrifices Canadian college men of the present age have made to what they consider the call of duty.

But some day, please God, the war will end. Our men will return, and normal life will be resumed, but Canada will never be as she was before the war. A common sacrifice makes for union. A united defence of joint possessions increases the value in which we hold them. Canadians will, hereafter, reverence and cherish their liberties more deeply than before. New tests are being applied in determining those whom the nation shall honor. It is the men making unselfish sacrifices today that will have the approval of conscience and the respect of their fellows in the days that are to come. To such, too, the Canadian people will give leadership, and in so far as the men composing our army today are college men, to that extent are they doubly qualified by training, ability, and the gratitude of their fellowmen for the leadership which will come to them after the war.

I wonder if there is anything in our Canadian experience that may be of value to American college men? We, Canadians gratefully acknowledge having often learned from the experience and counsel of the great nation to the south of us. We wonder if our turn has come to undergo an experience which may be beneficial in what it teaches us and what it teaches them? As a true son of Amherst, anxious that my college should live up to the fulness of its opportunity, I give this story and lay this experience before you.

I know that the United States of America desires to continue to live at peace with all men. If this can be accomplished with honor, may her wish be fulfilled. But war, even for the great republic, is not an impossible eventuality. Should it come, where would you secure the leadership you need? We Canadians have called to the colors 250,000 men. Were you at war and making a similar effort, you would today have a force of 3,000,000 under arms. For our quarter of a million, we require 10,000 officers, and our universities are furnishing one third of these. For your 3,000,000 you would require 120,000 leaders with training in military science. Can West Point and Annapolis supply them? Is it not then a task which American universities might properly assume to prepare for leadership should the time come when this country would be called upon to strike in self-defence? If it be so, are not we alumni of Amherst College called upon to give this subject serious consideration?

ADDRESS OF LIEUTENANT-GOVERNOR COOLIDGE

Judge Rugg: It is my privilege next to introduce the Lieutenant-Governor of the Commonwealth. His political career would be called meteoric, except that every upward step has rested upon the sure foundation of tried, efficient and faithful accomplishments for the public weal.—His Honor, Calvin Coolidge, of the Class of 1895.

We live in an age which questions everything. The past generation was one of religious criticism. This is one of commercial criticism.

We have seen the development of great industries. It has been represented that some of these have not been free from blame. In this development some men have seemed to prosper beyond the measure of their service, while others have appeared to be bound to toil beyond their strength for less than a decent livelihood.

As a result of criticising these conditions there has grown up a too well developed public opinion along two lines; one, that the men engaged in great affairs are selfish and greedy and not to be trusted, that business activity is not moral and the whole system is to be condemned; and the other, that employment, that work, is a curse to man and working hours ought to be as short as possible or in some way abolished. After criticism, our religious faith emerged clearer and stronger and freed from doubt. So will our business relations emerge, purified but justified.

The evidence of evolution and the facts of history tell us of the progress and development of man through various steps and ages, known by various names. We learn of the stone age, the bronze, and the iron age. We can see the different steps in the growth of the forms of government; how anarchy was put down by the strong arm of the despot, of the growth of aristocracy, of limited monarchies and of parliaments, and finally democracy.

But in all these changes man took but one step at a time. Where we can trace history no race ever stepped directly

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from the stone age to the iron age and no nation ever passed directly from despotism to democracy. Each advance has been made only when a previous stage was approaching perfection, even to conditions which are now sometimes lost arts.

We have reached the age of invention, of commerce, of great industrial enterprise. It is often referred to as selfish and materialistic.

Our economic system has been attacked from above and from below. But the short answer lies in the teachings of history. The hope of a Watt or an Edison lay in the men who chipped flint to perfection. The seed of democracy lay in a perfected despotism. The hope of tomorrow lies in the development of the instruments of today. The prospect of advance lies in maintaining those conditions which have stimulated invention and industry and commerce. The only road to a more progressive age lies in perfecting the instrumentalities of this age.

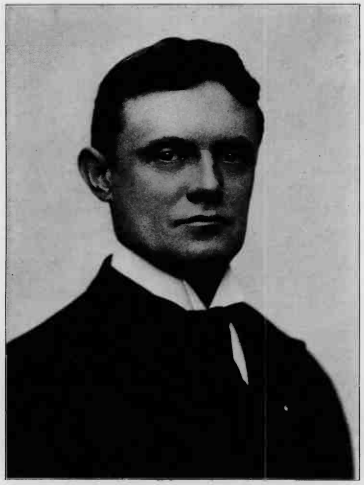
The only hope for peace lies in the perfection of the arts of war.

"We build the ladder by which we rise
. . . . .
And we mount to the summit round by round."

All growth depends upon activity. Life is manifest only by action. There is no development physically or intellectually without effort, and effort means work. Work is not a curse, it is the prerogative of intelligence, the only means to manhood, and the measure of civilization. Savages do not work. The growth of a sentiment that despises work is an appeal from civilization to barbarism.

I would not be understood as making a sweeping criticism of current legislation along these lines. I, too, rejoice that an awakened conscience has outlawed commercial standards that were false or low and that an awakened humanity has decreed that the working and living conditions of our citizens must be worthy of true manhood and true womanhood.

I agree that the measure of success is not merchandise but character. But I do criticize those sentiments, held in all too respectable quarters, that our economic system is fundamentally wrong, that commerce is only selfishness, and that our citizens, holding the hope of all that America means, are living in industrial slavery. I appeal to Amherst men to reiterate and sustain the Amherst doctrine, that the man who builds a factory builds a temple, that the man who works there worships there, and to each is due, not scorn and blame, but reverence and praise.



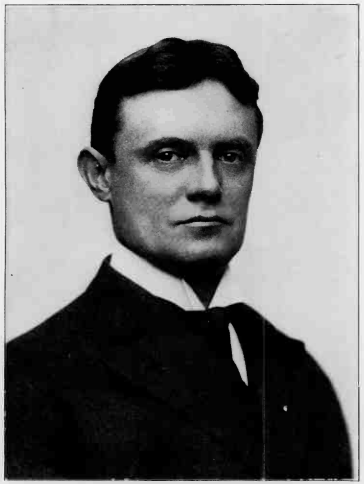
CHARLES S. WHITMAN, '90
GOVERNOR OF NEW YORK

ADDRESS OF GOVERNOR WHITMAN

Judge Rugg: There is nothing which arouses more genuine and widespread enthusiastic approval than courageous ethical intelligence in public office. The district attorney of the city of New York, if worthy of his great trust, is certain to be almost a national figure. The years from 1910 to 1915 demanded of that public prosecutor incorruptible courage of no mean order, a correct perception of moral values, and keenest intellectual faculties. The unexampled propriety and high degree of success which marked the conduct of the office during that trying period rendered it certain that higher honor was in store for its incumbent. His triumphant election as governor of the Empire State was foreshadowed by the excellence of his work as district attorney. His administration as chief executive of a great state during the past year has not disappointed the expectations of his multitudes of friends. He honors this meeting by his presence. It is my great pleasure now to introduce the Honorable Charles S. Whitman, governor of New York, of the class of 1890.

It is very well on an occasion like this for us to indulge in happy reminiscence and anecdote and the joys of good fellowship. The occasion is one of reunion, and it is natural that our minds wander in the fields of the past; but in my heart there is a deep conviction that we of the United States are face to face with issues that call for serious thought, and, in the case of those invested with the responsibility of public office, for very serious speech. We rather laughed our way through the years—a people blessed with the riches of natural resources and attended by good fortune at every step. Our fathers, the heroes of Bunker Hill, the martyrs of Valley Forge and the conquerors of Yorktown, won for us a place that has since been ours, so far as foreign foe is concerned, without expenditure of blood or trial by suffering, guarded as we have been by two great oceans that have hitherto been and have been looked upon as impassable barriers.

Almost in the twinkling of an eye, there has come a change, and in the gray, menacing light of that change, we are called upon to take stock of ourselves as a people and as a nation. In the midst of peace so profound that the world was lulled into a dream of disarmament, war



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has beaten its terrible drums. We have stood by in amazement and in horror as nation after nation has plunged into the abyss, until all Europe has apparently reverted to the tribal age.

It is idle to talk of peace in terms of non-resistance. Passions have been loosed that will threaten for years to come, and in the troubled future that stretches out before us, the sanest pacifism is such preparedness for national defense as will inspire possible aggressors with respect and with caution. Even as the great souls of Concord and Lexington took arms to wrest their liberties from a foreign tyrant, so it is the high duty of their sons today to be able to defend and protect those liberties.

I do not know what tomorrow holds in store for us, but I do know that in the progress and permanence of this great adventure in democracy is contained the hope of all the peoples of all the earth. We are false to ourselves, false to our traditions, false to the men who made New England, who made the Nation, false to all the peoples of the earth, if we do not keep the faith, so that in the day of reckoning and adjustment there may be standards to which all can repair.

I am in favor of universal military training. The growing youth, one million of whom come into man's estate every year, must be given the strength, the courage and the instruction that will fit them to take arms effectively in the day of their country's danger.

The volunteer system has failed at every point and will continue to fail. It is the history of warfare that a large percentage of volunteer forces are unfit for service, that a large percentage of those accepted die before the firing line is reached through inability to stand the soldier's life, and that a large percentage of the remainder, from lack of training and of trained leadership, blunder on to death.

Aside from these, the volunteer system breaks down under its own weight of inequality. One man enlists at the sound of the first bugle. Another turns deaf ear to

the Nation's call, and as a result the patriotic and the brave bear the full burden of defense, while the cowardly and the indifferent go free. We must come to the realization that what the nation demands of one must be demanded of all and that patriotic obligation and responsibility rest with equal weight upon rich and poor, upon high and low.

Universal training of the youth gives the absolute essential quality without sacrifice and without loss. Physical development and military instruction carried on through the growing years blend with education and become a part of it, leaving manhood free for the normal pursuits of civil life. In the teaching, such additional emphasis can be laid on civic values as will make better, finer citizens, as well as fit defenders in time of need.

The peril that lies in the preparedness movement springs from the fact that in thought of things military we may overlook things civil, forgetful that foes within may threaten as greatly as foes without. National defense in the last analysis rests upon the patriotism of the people and patriotism demands just laws and wisdom and honesty in their administration.

This double task, the creation of a citizen soldiery, and the elimination of domestic evil, makes demand upon the devotion and energy of every citizen, but peculiarly upon those who have profited most largely by the existence of our democratic institutions. You, who are before me now, college men with the public school system behind you, may be said in a sense to be the inheritors of the opportunities won by our fathers. If you are asked to give freely, it is because you have freely received. Education is America's hope of progress, and in any movement of a people to higher levels, the men of the colleges should be the standard bearers.

How have they acquitted themselves? How have they responded to the generosity of our institutions and of those who for a century and more last past have given of their means to make these institutions great? We hear

of the rise of bosses, the growth of machines of national, state and municipal government frankly misrepresentative, of wasted resources and defeated purposes, of the displacement of public enthusiasm by public cynicism. There is much exaggeration no doubt in all these cries. But the trained intelligence that takes selfish refuge in indifference can not be too strongly condemned. To say that politics is a dirty game is not so much an indictment of the politicians as it is an indictment of those who strive to conceal their own neglect with a sneer.

I am no pessimist. In nation, state and city the public service today is enlisting the effort of men of ability and integrity and on every hand an increasing interest is being taken in the just and honest administration of popular affairs. It is, however, a movement in the right direction that needs acceleration. It must not be the battle of the few but the sustained effort of all.

Greatly to think, greatly to do, greatly to live—only when these are the goals of every individual may the nation itself know true and lasting greatness.

To men like you, favored above all others by reason of superior advantages, the call comes or should come with a special force. The best thought of our people today is directed to the solution of the problems involved in the protection and defense of the birthright and the inheritance of those who love to call themselves Americans, and the trained men of today can devote their time, their thought and their every effort to no nobler purpose and to no greater service.

BIOGRAPHICAL NOTES

Hon. Arthur Prentice Rugg

was born in Sterling, Mass., in 1862. He graduated at Amherst in 1883, and from the Law School of Boston University in 1886. Entering on the practice of his profession at Worcester, he held various local offices, until in 1906 he was appointed an Associate Justice of the Supreme Judicial Court of Massachusetts, to the Chief Justiceship of which body he was advanced in 1911. Judge Rugg received the honorary degree of LL.D. from Amherst in 1908, and from Harvard in 1914; he is a trustee of Boston and Clark Universities. His son, Charles Belcher Rugg, graduated at Amherst in 1911.

Hon. Samuel Walker McCall

was born in East Providence, Pa., in 1851; his parents moved to Illinois during his boyhood. He received his education at Phillips Exeter Academy and Dartmouth College, graduating from the latter in 1874. He has been engaged in the practice of law in Boston since 1876, with a brief experience in 1888–89 as editor-in-chief of the *Advertiser*. For twenty years (1893–1913) he represented the Eighth Massachusetts District in Congress with distinguished success. He is the author of several books, including biographies of Thaddeus Stevens and Thomas B. Reed; and an LL.D. of Dartmouth and Oberlin Colleges. At the time of President Tucker's resignation in 1909 he was offered the presidency of Dartmouth College, but declined. Last fall he was elected Governor of the Commonwealth.

Alexander Meiklejohn

was born at Rochdale, England, 1872; received his B.A. at Brown University in 1893, and his Ph.D. at Cornell in 1897. From 1897 till 1912 he taught philosophy at his alma mater, acting also as Dean from 1901 on. In 1912 he was inaugurated seventh President of Amherst College. He has received the degree of LL.D. from Williams and Mt. Holyoke in 1912, Brown in 1913 and Alleghany College in 1915.

Sir Herbert Brown Ames

was born in Montreal in 1863, and graduated at Amherst in 1885, receiving the degree of LL.D. in 1915. He has been for many years a student of social conditions in Montreal, and has pursued investigations along those lines in the chief cities of America and Europe. Since 1904 he has been a member of Parliament of the Dominion of Canada. At the outbreak of the present war he at once assumed a

leading part in the organization of relief work, and for his efficient services received the honor of knighthood at the hands of his King in the New Year's list of 1915.

Hon. Calvin Coolidge

was born in Plymouth, Vt., in 1872, and graduated from Amherst in the class of 1895. He entered on the practice of law in Northampton, where he has successively held most of the elective offices in the gift of his fellow-citizens, being Mayor of the city in 1911. In 1914 and 1915 he was president of the State Senate, where his judicial fairness won him the respect of men of all parties. He was last November elected Lieutenant-Governor of the Commonwealth.

Hon. Charles Seymour Whitman

was born in Norwich, Conn., in 1868, and received his B.A. at Amherst in 1890. His distinguished career as District Attorney of New York City is too familiar to Amherst men to need review, and in 1914 won him the Governorship of New York State by an overwhelming majority. Hon. M.A., Williams, 1904, LL.D., New York University and Amherst, 1913.

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